

The Effect Of Story Grammar Strategy On Students' Reading Comprehension

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Abstract: This research aimed the effect of using story grammar on students' reading comprehension. The data were analyzed through a story grammar strategy stated by Dimino. The researcher found out that using story grammar strategy was more significant and more effective to the students than without using story grammar strategy. It can be seen from the result of the students' reading after using Story Grammar Strategy, The students' result of average score of in reading comprehension who were taught by using Story Grammar Strategy is 78.17. In the table of achievement it is on the range of 73.86 which is categorized as good. Therefore the students' achievements that were taught by Story Grammar Strategy in reading comprehension are good. After analyzing the data, the researcher concluded that using story grammar was more significant and more effective to the students and could develop the students' ability in reading comprehension. As the suggestion to English teachers, they should use this strategy to develop students' ability in reading comprehension.

Keywords: story grammar, reading comprehension, narrative text

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I. INTRODUCTION

Reading is an important skill which has an important contribution to the success of learning language. Nuttal (1996) said that reading is an activity that essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs comprehension to understand the context and get the new information of the texts.

According to Anderson (1997) There were some difficulties faced by the students in reading comprehension: First, they had difficulties to understand the context and get the information of the story so the students failed to understand longer reading materials such as stories. Second, most students had an ability to translate the individual words without conveying the message what the author extends. Third, the students were lack of motivation in reading English text. Consequently, they spent much time to answer the comprehension questions related to the text and copy their friends' work.

Those cases were quite problematical and should be solved because they can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improved soon. As the effect, they will be continuously difficult to understand any other texts. Furthermore, they cannot pass the minimum passing grade determined by school.

In this case, a teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension. Many problems of the students in reading comprehension that the students had difficulties to understand the context and get the information of the story in longer reading materials such as stories. Second, most students had an ability to translate the individual words without conveying the message what the author extends.

The teacher arranged a suitable and interesting strategy related to students' condition. This strategy was expected to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes (Watkins et al, 2002 in Afifah, 2011). The teacher and the researcher tried to find out an appropriate strategy to develop students' reading comprehension better that was through Story Grammar which considered as one way of reading comprehension strategies toward narrative text.

Story Grammar Strategy is used to comprehend a narrative story. Story Grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story (Dimino, 1990). In addition, Schmitt (1986) states that Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important informations of

the story by using an organizational framework. So, Story Grammar can develop reading comprehension of a story.

Story Grammar strategy was chosen because based on the previous research of some researchers (Schmitt, 1986 and Dimino, 1990), this strategy has proven effective to improve the students reading comprehension. It is an effective strategy to build students' cognitive ability at independent learning in reading comprehension.

The students are guided to find out the important information by using organizational framework of Story Grammar. They can use the framework as a foundation to answer the questions related to the story. Thus, the researcher was confident enough that this strategy would effectively work to solve the problem.

There are several previous researches which found that Story Grammar is an appropriate strategy to improve students' reading comprehension. The previous researches are Mulyati (2011) and Putra (2013). Mulyati (2011) conducted a research entitled "Using Story Grammar Strategy to Improve the Eighth Graders' Reading Comprehension of Narrative Text (at MTs Miftahul Muhtadiin Muncar Banyuwangi)" She recommended to use Story grammar strategy in teaching reading comprehension of narrative text. Then, Putra (2013) conducted a research entitled "The Effect of Story Grammar Strategy toward the Eighth Graders' Reading Comprehension at Junior High School 11 Jambi". Story Grammar strategy can be an appropriate strategy towards students' reading comprehension.

Based on the introduction above, the writers wants to formulate the problem of this research. The question that will be the problem as follows : What is the effect of Story Grammar Strategy in teaching reading comprehension of grade ninth students of SMP SWASTA RK BINTANG TIMUR Pematangsiantar?

Hypothesis

Ha :There is significant effect of Story Grammar Strategy in teaching reading comprehension of grade ninth students of SMP SWASTA RK BINTANG TIMUR Pematangsiantar.

Ho :There is no significant effect of Story Grammar Strategy in teaching reading comprehension of grade ninth students of SMP SWASTA RK BINTANG TIMUR Pematangsiantar.

II. THEORETICAL REVIEW

2.1 The Nature of Reading

According to Nunan (2005:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is the instruction recognition of various written symbols with existing knowledge, and comprehension of information and ideas communicated. Reading is one of the language skills that have to be improved in learning a language. Reading is the practice of using text to create meaning. Reading is a constantly developing skill. The use of the skill can help the people to comprehend or acquire information of a text. Reading is most useful and important skill for people. Like any skill, people get better at reading by practicing. Reading practice is what helps people become better readers (Johnson, 2008 : 16). Good reading is that which keeps students regular in reading which provides him both pleasure and profit (Patel, 2008 : 113).

2.2 The Purpose of Reading

A person may read for many purposes and that purpose helps understand more what is read by people. If he is reading for pleasure or reading pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feel. And generally the purpose of reading is to find some information.

As we know, the purpose of reading is the student's understand the written language. In other words, how the learners gets the message from the writer's symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

According to Nunan(2005 : 187) there are seven purpose of reading. The purposes will be defined as the following:

1. Reading for details and fact: Reading to know what is done by subject of the story.
2. Reading for main ideas: Reading to get the problem statement.
3. Reading for sequence of organization: Reading to know each part of the story.
4. Reading for inference: Reading to know what is the writer meant by its story.
5. Reading for classifying: Reading to find unusual things.
6. Reading for evaluating: Reading to know the value of the story.
7. Reading for comparing or contest: Reading to compare the way of the story from the way life of the reader.

From the description above, it can be concluded that the one that the reader want to achieve while reading is comprehending. In other words, the readers should understand what they read and used their knowledge to do that.

2.3 Reading Comprehension

Reading comprehension of interacting with the printed language should be comprehension. It means that the reader must understand what is read. It is the major aspect of reading process. According to Wilhelm (2009), reading comprehension is the capacity to perceive and understand the meaning communicated by text. It involves words knowledge (vocabulary) as well as thinking and reasoning.

Reading Comprehension then depends on many factors, they are :

1. The reader's ability to attend the printed ideas.
2. The reader's background knowledge to which new information must be added.
3. The quality or lucidity of writing itself.
4. The reader's purposes or goal in reading the material.

According to Haris (1964:19), state that reading comprehension is the meaningful interpretation of printed or written verbal symbol as the result that represent of the interaction between the perception of graphics symbol that represent language and readers; language and skill and the knowledge of the world. Thus, to comprehend the reading we should be able to integrate information from text with what we have already known by committing our background, experiences as well as emotions to comprehension.

2.4 The Level of Reading Comprehension

Clymer (1968) in Brassel and Rasinski (2008) has suggested the following three of action with his three levels taxonomy of reading comprehension, they are:

1. Literal Comprehension

Literal comprehension the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are example of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or she cannot.

2. Inferential Comprehension

Inferential comprehension, the next level refers to ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within readers- their background knowledge.

3. Critical Comprehension

Critical or evaluative comprehension the third and highest level in taxonomy, involves making critical judgements about the information presented in the text. Were the characteristic reputable and honest in their action? Did the selection offer the reader new information, new insight, or added enjoyment? Were the characterister authentic? Was the literary quality of the text high? Answer to such questions require a high level of other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical level question are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and quality of a reader's inferential and critical comprehension is not easy.

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the "teacher asks and students answer" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

2.5 Story Grammar Strategy

Story Grammar strategy is one of reading comprehension strategies of graphic organizer to comprehend narrative texts. According to Dimino (1990), Story Grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story. By using Story Grammar, the important information can be comprehended.

Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students to comprehend the story easier. As Schmitt (1986) stated that Story Grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important informations of the story by using an organizational framework. In addition, Story Grammar can be used as a foundation to answer the questions related to the story (Dimino et. al, 1990).

Then, Mahmoud (2010) also explained benefits of the Story Grammar strategy. It can be used at all levels. This strategy is not only can improve reading comprehension, but also can enhance students' vocabulary, writing, and imagination. Then, it can motivate students to be proud with their work. It is appropriate to be used for students who work individually, pair, group or the whole class discussion. Furthermore, the information in framework based on the assignment. So, Story Grammar is very helpful.

There are six steps of applying Story Grammar strategy. According to Short (1984), the steps are develop and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. The teacher can develop the teaching learning activities and media based on his/her creativity. So, the strategy will give motivation the students to learn reading a text better.

The teacher can start to develop and activate background knowledge of the students by showing a picture related the story and asking some questions related the topic. The teacher shows the format of Story Grammar on a whiteboard, explain the using of Story Grammar strategy to the students, explains how this strategy can help them in their reading comprehension and model how to apply this strategy. The teacher asks the students to read a narrative story, the story depends on students' level. After reading the story, the teacher asks the students to construct their own Story Grammar. The students apply this strategy based on the organization of Story Grammar and the teacher should guide the students, for example by using pictures or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information of the text and after that compare with other groups. The teacher controls the discussion and explain more about narrative text, generic structure and feature language. Then, the students answer the questions related the story using the information in Story Grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

III. RESEARCH METHOD

Research methodology is the general strategy used to collect the data and analyze the data that needed to solve the problem formulated. In this chapter, researcher discusses about Design of Research, Population and Sample, The instrument of collecting data, The Technique of Collecting Data, and The Technique of Analyzing Data.

3.1 Research Design

According to Arikunto (2006:51), research design is a plan and procedure for research that created by researchers as approximate activities to be implemented. This research follows the methodology in descriptive quantitative approach. It is descriptive because the writer wants to find out the effect of Story Grammar Strategy in teaching reading comprehension of grade ninth students of SMP SWASTA RK BINTANG TIMUR Pematangsiantar. The writers use an experimental research. In this study, the writers divide the sample into two classes, namely experimental class and control class. The experimental group that receives treatment by using Story Grammar. The other one is the control group without using Story Grammar.

3.2 The Instrument of Collecting The Data

The instrument at this research is multiple choice. Students will be given reading comprehension of text. The test is to answer reading comprehension text. Students asked to answer reading comprehension test. This test will be the instrument. The test is multiple choice test. There are 20 question of multiple choice. And the writer makes pre test and post test in experimental and control group to collect the data.

3.3 Techniques of Collecting Data

Instrument is tool that used by the researcher in collecting data. The kinds of instruments, here based on the kinds of the research. So, the write used test method to collect the data. They are pre-test, treatment, and post-test.

1. Pre-Test

Pre-Test is conducted to find out the result and the mean scores of the group which use Story Grammar Strategy the experiment (grade IX-A) and the group which doesn't use Story Grammar Strategy control group (Grade IX-B).

2. Treatment

Treatment was given to the experimental group in the other time. In this research, the witer will teach reading comprehension text to the experimental group by using Story Grammar Strategy and the control group will given without Story Grammar Strategy. So, the writer will teach control class first and then the experimental class as the second.

3. Post-Test

The post-test is used to know the students score after teaching learning process to both classes treatment. After giving treatment to control group and experimental group, the teacher gives post-test to both of the groups are given the same test (multiple choice) to know the result of the treatment.

IV. DATA ANALYSIS AND FINDINGS

4.1 Data Analysis

The data was taken after applying the pre-test, treatment and the post-test to the experimental and control group. In experimental group there are 35 students and in control group there are 35 students. The result of the score from both of groups can be seen in this below.

Table 1: The Scores of Pre-Test and Post-Test in the Experimental and Control Groups

No	EXPERIMENTAL CLASS				CONTROL CLASS			
	Pre-Test (X ₁)	Post-Test (X ₂)	X (X ₂ -X ₁)	X ²	Pre-Test (Y ₁)	Post-Test (Y ₂)	Y (Y ₂ -Y ₁)	Y ²
1	65	75	10	100	50	50	0	0
2	60	65	5	25	50	55	5	25
3	60	70	10	100	55	65	10	100
4	60	75	15	225	60	65	5	25
5	60	75	15	225	60	65	5	25
6	65	65	0	0	55	60	5	25
7	60	65	5	25	60	65	5	25
8	65	75	10	100	55	60	5	25
9	65	75	10	100	55	50	-5	25
10	75	85	10	100	60	65	5	25
11	65	65	0	0	65	70	5	25
12	60	70	10	100	60	70	10	100
13	65	70	5	25	65	70	5	25
14	60	60	0	0	60	60	0	0
15	65	80	15	225	65	70	5	25
16	70	75	5	25	60	60	0	0
17	60	70	10	100	55	60	5	25
18	65	75	10	100	70	70	0	0
19	75	85	10	100	60	65	5	25
20	65	70	5	25	60	65	5	25
21	60	70	10	100	60	65	5	25
22	65	75	10	100	50	55	5	25
23	60	65	5	25	50	55	5	25
24	60	75	15	225	55	55	0	0
25	60	70	10	100	70	75	5	25
26	55	75	20	400	55	60	5	25
27	65	75	10	100	65	65	0	0
28	65	75	10	100	65	70	5	25
29	75	90	15	225	50	50	0	0
30	60	75	15	225	65	60	-5	25
31	70	85	15	225	50	55	5	25
32	55	60	5	25	55	50	-5	25
33	70	80	10	100	60	60	0	0
34	80	90	10	100	65	65	0	0
35	70	80	10	100	70	75	5	25
N=	□ X ₁ =	□ X ₂ =	□ X ₂ - X ₁ =	□ X ² =	□ Y ₁ =	□ Y ₂ =	□ Y ₂ - Y ₁ =	□ Y ² =
29	2255	2585	= 330	3850	2065	2175	= 110	800

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{330}{35} = 9.43$$

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 3850 - \frac{(330)^2}{35} \\ &= 3850 - 3111.42 \\ x^2 &= 738.57 \end{aligned}$$

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{110}{35} = 3.14$$

$$\begin{aligned} \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 800 - \frac{(110)^2}{35} \\ &= 800 - 345.71 \\ y^2 &= 454.29 \end{aligned}$$

After getting mean and deviation of each group the writer analyzes the data by using T-test Formula.

$$\begin{aligned}
 T\text{-test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}} \\
 &= \frac{9.43 - 3.14}{\sqrt{\left(\frac{738.57 + 454.29}{35 + 35 - 2}\right)\left(\frac{1}{35} + \frac{1}{35}\right)}} \\
 &= \frac{6.29}{\sqrt{\left(\frac{1192.86}{68}\right)\left(\frac{2}{35}\right)}} \\
 &= \frac{6.29}{\sqrt{\frac{2385.72}{2380}}} \\
 &= \frac{6.29}{\sqrt{1.00}} \\
 &= \frac{6.29}{1} \\
 &= \mathbf{6.29}
 \end{aligned}$$

From the result of calculation above, the total t-test value is 6.29 with the degree of freedom (df) is (35+35)-2=68 and level of significant 0.05.

4.2 The Hypothesis Testing

To test the hypothesis, the data are adapted to the t-test formula chosen. It is done to know whether the hypothesis is accepted or rejected. The basis hypothesis is in this follow:

$$\begin{aligned}
 T\text{-observed} > T\text{-table} & \quad (p= 0.05) \text{ with } df= 68 \\
 6.29 > 1.66 & \quad (p=0.05) \text{ with } df= 68
 \end{aligned}$$

It can be said that Ha is accepted and Ho is rejected. Based on the calculation of t-test above, t-test is higher than t-table at the level of significant (0.05). It means the use of Story Grammar Strategy is more effective to the ability of the students of SMP SWASTA RK BINTANG TIMUR P. Siantar in reading comprehension than without Story Grammar Strategy. The students' achievement were taught by Story Grammar Strategy is higher than taught without Story Grammar Strategy. So, the hypothesis alternative (Ha) is accepted and Ho is rejected.

4.3 Research Findings

The writers got some findings from the result of data calculation, such as:

1. The effect of Story Grammar Strategy in reading comprehension is the students become well in reading; it can be seen from the result of the students' reading after using Story Grammar Strategy. The standard deviation is 7.38. The students who get the high level score is 5 students or 14.28%, the medium level score is 23 students or 65.71%, and the low level score is 7 students or 20%. Meanwhile before using *story grammar strategy*, the standard deviation is 5.70. The students who get the high level score is 8 students or 22.85%, the medium level score is about 25 students or 71.42%, and the low level score is 2 students or 5.71%. And the mean of pre-test is 63.43 and the mean of post-test is 73.86.
2. The effect of Story Grammar Strategy is more significant. It can be seen from the calculation of testing hypothesis that shows "T-test is higher than T-table (6.29>1.66)". And the statistical hypothesis; Ho is rejected and Ha is accepted. T-test > T-table (6.29>1.66). So, the writer concludes that the using Story Grammar Strategy is more significant than without Story Grammar Strategy in reading comprehension.

V. CONCLUSION

From the discussion in the previous chapters, it can be concluded that using Story Grammar Strategy could increase the students' ability in reading comprehension. The students' achievements which were taught by Story Grammar Strategy in reading comprehension were better than the conventional one. Thus, the writers suggest language teachers to conduct this strategy in language teaching. It is also suggested to further researchers to investigate the effectiveness of this strategy on another language skills.

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